**Guiding Principles for Young Peoples Learning (YPL) Curriculum Delivery Plans**

These guiding principles for curriculum delivery plans for Hampshire Achieves direct delivery Young People Learning (YPL) programmes, are intended as a strategy guide for tutors developing and implementing their delivery/Curriculum plans and resources.

The ESFA funded programmes delivered by Hampshire Achieves offer a blend of academic, social, and personal development and training where we focus on the learners’ knowledge, skills, and behaviours so that they can progress to positive destinations.

**Principle 1 Learners engage better with in person delivery of the curriculum.**

Our default position is to deliver an in person model predominantly supported with a small number of group online teaching and learning opportunities via Teams, guided independent study and 1:1/tutorial/review and specific intervention meetings.

We recognise the benefits of learners learning together in groups. There is a strong preference for classroom teaching and learning, with a small number of online sessions so that the learners benefit from knowing and being familiar with remote delivery, in case we have disruption to in person delivery.

**Principle 2 Learners make better progress when they have consistently high rates of attendance.**

There is a positive correlation between attendance and achievement, therefore the expectation is that learners attend all timetabled sessions. Non-attendance is notified to parents/carers straight away and every effort is made to maximise attendance.

Where periods of absence are required, for example, personal reasons, the learner will be provided with extra 1:1 support from their Skills Coach to catch up on.

When required, learners will be given an individual timetable to suit their needs.

**Principle 3 Learners benefit from a tailored mix of personal, social, and academic content delivered in classrooms and in the outdoors.**

We fully embrace the benefits of outdoor education and the positive impact this can have on learners’ wellbeing and progress. All learners on Pathways 1 and 2 will be supported to work on Duke of Edinburgh Awards. All learners have access to enrichment activities and functional skills interventions.

We treat all our learners as individuals with their own needs, hopes and aspirations, and each learner has an Individual Learning Plan (ILP) that matches their needs.

**Principle 4 Learners are taught how to protect themselves from harm/abuse and exploitation.**

Young learners and those with Special Educational Needs (SEN) can be exploited by employers. We work to ensure our learners have the confidence, knowledge and understanding to be able to identify exploitative employers/practices. Our Supported Internship programme include content on employer/employee rights and responsibilities, legal protections, legitimate deductions from pay, employment contracts and national minimum wage rates.

Equally important is the delivery of our safeguarding curriculum which includes for example: Online Safety, Healthy Relationships and Consent, SRE, current affairs, Prevent, British Values, and how to recognise the signs of abuse/harm and how to deal with friends’ disclosures.

**Principle 5 Digital Skills are an essential life skill.**

The digital economy is transforming the way people work, and the skills they need for work. All our learners require basic digital skills, including being able to complete initial assessments, track their progress, communicate via email or social media, and to search for information, prepare for employment or to protect personal information online.

In April 2019, the Government updated the ‘[Essential digital skills framework’](https://www.gov.uk/government/publications/essential-digital-skills-framework/essential-digital-skills-framework) intended to be used by everyone in the UK involved in supporting adults (young people) to improve their essential digital skills.

The framework sets out 5 categories of essential digital skills for life and work:

* communicating
* handling information and content
* transacting
* problem solving
* being safe and legal online

Our learners will complete an online assessment on Century Tech before commencing training; all learners will be supported to improve their digital skills whilst on the programme. Teaching staff will embed digital skills throughout the programme and where appropriate this will be explicit.

**Principle 6 Expert Teaching and learning delivery.**

Curriculum delivery is based on the 10 key principles of Rosenshine’s Principles of Instruction: Review learning, new material in small steps, ask questions, provide models, guide learner practice, check learner understanding, obtain high success rates, scaffolding difficult tasks, independent practice andconduct regular reviews.

We will ensure that all groups benefit from consistent high levels of teaching and learning and that all learning styles are catered for. Differentiation to meet individual needs is evident in all sessions/session plans.

**Principle 7 All YPL programmes contain a significant amount of work-related learning and where appropriate learners complete work experience.**

Preparing our learners for future employment and independence is a key focus and outcome for these programmes. We recognise the important contribution our learners can make in the workplace and the positive impact earning a living can have on individual’s self-worth/esteem. A feature of our programmes is the high level of employer involvement through work experience, workplace visits, work related assignments/projects and guest speakers.

We promote the benefits of employing neurodiverse young people and ensure those learners on the Supported Internship programme have the support of a skills coach in the workplace. With this in place, our aim is for the young people to be highly successful in moving onto paid employment.

**Principle 8 Parents and Carers are key to our learners’ success.**

Throughout the learners’ journey we involve their parents/carers to ensure they understand the timetable, the curriculum, online safety, and the assessments that will need to be completed.

Parents/carers will receive regular reports on attendance, progress and achievement and termly newsletters, they will be invited to the end of year Celebration event.

Where attendance, progress or behaviours are cause for concern, the parent/carer will be contacted so that we can work together to ensure all learners are given the support to achieve.

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